8 Lessons Assignment

Primary Resource Set

For CHY4U

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Curr335: Introduction to Teaching History
Dr. Theodore Christou
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The French Revolution and the Creation of Democracy

Specific Curriculum Expectation
- identify important milestones and contributions of individuals in the development of democratic thought

Lesson 1- Introduction

1) Overview
This introductory lesson provides the teacher the opportunity to assess what the students already know about revolutions and the French Revolution in general. It incorporates student thinking and learning by allowing them to explore artwork from the French Revolution. This lesson also supplies content about the French Revolution and allows students to demonstrate their understanding of revolutions in written form.

2) Learning Goals
• Students will understand some of the major characteristics of a revolution are as well as understand some of the major historical causes of revolutions.
• Students will work cooperatively in groups.
• Students will compare and contrast a form of artwork and various thoughts on the topic of revolution.
• Students will develop reflection and writing skills.

3) Additional Historical Thinking Concepts
• Evidence
• Historical Perspectives

4) Materials:
• Liberty leading the people in the July Revolution of 1830 by Eugene Delacroix (Appendix 1.1)
• Mini-lecture (Appendix 1.2)
• Quotes about revolution (Appendix 1.3)
• Quote Analysis Worksheet (Appendix 1.4)
• Excerpt from song “La Marseillaise” from 1789 (Appendix 1.5)

5) Plan of Instruction
Warm up (10 minutes) - The students will be shown the painting Liberty leading the people in the July Revolution of 1830, by Eugene Delacroix. As a class, the students create a list of things that they noticed in the painting. The teacher will warn against making inferences about the painting and will facilitate the discussion.
Discussion - Think-Pair-Share/Debrief (10 minutes) - Students will participate in a think-pair-share activity to begin their thinking about revolutions. Students will attempt to answer the following questions:

- What is a revolution?
- From the painting, what does it tell about revolutions?
- What are the reasons/purposes for revolutions?
- What are the different methods used to instigate a revolution?

After 5 minutes of work time, the class will reconvene and make a list of the attributes of a revolution.

Modeling - Mini-Lecture (20 minutes) - Teacher will lecture (Appendix 1.2) for 20 minutes on the history, major characteristics and causes of revolutions and a short introduction to the French Revolution. Take time to check for understanding and allow students to ask questions for clarification.

Modeling - Quote Analysis (5 -10 minutes) – The teacher will hand out the quote analysis worksheet (Appendix 1.3). As a class, the teacher will guide the students during the analysis of the first quote on the quote overhead together (Appendix 1.2). Have students refer to the handout during the guided instruction in preparation for the following group activity.

Guided Practice - Quote Analysis Group Activity (30 minutes) - Separate students into groups of four. Put the quotes (Appendix 1.2) on the overhead. Tell students they will have 15-20 minutes to work through the questions on the worksheet (Appendix 1.3). Tell the groups they will be responsible for presenting their findings to the class. The students will be given time (10 minutes) to discuss as a class each groups’ findings at the end of the activity.

Independent Activity/Teaching - Exit Card (5 minutes) - Students will answer on a blank sheet of paper at the end of class to reflect on what was discussed during the painting and quote activities and to demonstrate their learning. Put Appendix 1.4 on the screen and students ask to examine the excerpt of the lyrics and comment on 3 ways in which the song is revolutionary. The students will justify their answer by activating the knowledge they discussed and learned in class.

6) Assessment

Students will be assessed on their participation in class discussion and the quotation analysis activity. Students will also be assessed on their exit card response.
Lesson 2- Cause and Consequence

1) Overview
This lesson will examine the creation and rise of the democratic system through the caveat of the French Revolution. It will also focus on the importance and effect of the political changes during and following the French Revolution. The lesson provides students with the opportunity to examine the effects of the French Revolution and decide what changed and why and also consider what did not change and why.

2) Learning Goals
- Students will understand the creation of democracy and the democratic system.
- Students will examine the effects of the French Revolution and identify important changes throughout the event and important aspects that did not change.

3) Additional Historical Thinking Concepts
- Continuity and Change

4) Materials
- Lecture Notes (Appendix 2.1)
- Supplementary pictures for lecture (Appendix 2.2, 2.3, 2.4)
  - Drawing of the Three Estates (Appendix 2.2)
  - Drawing of the Hierarchy of the Three Estates (Appendix 2.3)
  - Drawing of Tennis Court Oath (Appendix 2.4)

5) Plan of Instruction
Warm Up - Undemocratic voting Activity (5-10 minutes) - Prepare pieces of paper with a colour on them where ¾ of them will be red, ⅛ will be blue, and ⅛ of them will be green. The teacher will give each student a piece of paper with a colour on it. ¾ of the papers will be red with “vote for pepperoni”. ⅛ of the papers will be blue and will have “vote for anchovies,” written on it and ⅛ of the papers will be green with “vote for anchovies”. Students will be told that the class would receive pizza and that a vote is needed to decide what topping to be put on the pizza. Inform the class that each colour will get one vote per group.

Discussion/Modeling - Activity Debrief (15 minutes) - Students will have the opportunity to discuss as a class how they felt about the activity. The teacher will initiate the discussion by asking students to comment on how they felt as a red, blue or green paper. The teacher will link the discussion to democracy by asking the students if the activity was fair for all students. Students will use their prior knowledge about democracy to justify their answers. The teacher will then link this activity to the French Revolution by introducing the Three Estates.

Modeling - Lecture (40 minutes) - The teacher will deliver a lecture (Appendix 2.1 - 2.4) focused on the politics before, during and after the French Revolution. The goal of the lecture is to show the transformation of French politics and the creation and spread of democracy.
**Independent Activity (10 minutes)** - Students will reflect on the lecture by responding in a short paragraph in their notebooks. The students will be asked to consider and answer: “Was the Revolution necessary to create democracy?”

**6) Assessment**
Students will be assessed through their participation in discussion about the ‘pizza incident’. Students will also be assessed on their paragraph response and reflection on lecture.
Lesson 3 - Historical Significance

1) Overview
This lesson will introduce the students to the Declaration of Right of Man and Citizen and the Canadian Charter of Rights and Freedoms and allow them to compare and contrast the two documents. It will also introduce the summative assignment for the unit where students create their own Declaration of Rights and Freedoms.

2) Learning Goals
• Students will understand the Declaration of Rights of Man and Citizen and the Canadian Charter of Rights and Freedoms as democratic documents.
• Students will compare and contrast the Declaration of Rights of Man and Citizen and the Canadian Charter of Rights and Freedoms.
• Students will understand the impact that the Declaration of Rights of Man and Citizen had on the creation of democracy and on the Canadian Charter of Rights and Freedoms.
• Students will practice their understanding of democratic documents and what it role in society through their summative assignment.

3) Additional Historical Thinking Concepts
• Evidence
• Continuity and Change

4) Materials
• Declaration of Rights of Man and Citizen (Appendix 3.1)
• Canadian Charter of Rights and Freedoms (Appendix 3.2)
• Democratic Documents Worksheet (Appendix 3.3)
• Declaration of Rights Assignment Sheet (Appendix 3.4)

5) Plan of Instruction
Warm up (10 minutes) - Teacher will distribute the Declaration of Rights of Man and Citizen and the Canadian Charter of Rights and Freedoms. Students will be instructed to examine each document closely in pairs while completing the Democratic Document worksheet (Appendix 3.3).

Discussion (10 minutes) - As a class, make comparisons between the two democratic documents. Tell students to write the comparisons and contrasts on the back of the worksheet. The teacher will lead a discussion about democratic documents and what makes documents democratic.

Modeling (5 minutes) - The teacher will distribute and explain the summative assignment sheet (Appendix 3.4).

Sharing/Discussing/Teaching - Declaration of Rights Assignment (50 minutes) - Students will be given the rest of the period to create groups and begin their assignments.
6) **Assessment**

Students will be assessed on their comparison and discussion of the two documents. Students will be assessed informally while preparing for the Declaration of Rights Assignment and individual group contributions.
Lesson 4 - Evidence

1) Overview
This lesson gives students the opportunity to develop their skills while working with primary documents. It incorporates understanding of inferences, biases, and historical research. Students will gain essential knowledge on what primary documents are, how to locate them and utilize them in their own work.

2) Learning Goal
• Students will identify and analyze primary documents
• Students will identify important criteria of primary sources.
• Students will recognize and understand biases.
• Students will experience working with primary sources and locating primary sources.

3) Additional Historical Thinking Concepts
• Historical Perspectives

4) Materials
• CD Cover Artwork and track list (Appendix 4.1)
• Excerpts from Reflection on Revolution by Edmund Burke (Appendix 4.2)
• Rights of Man by Thomas Paine (Appendix 4.3)
• Primary Source “Look Fors” Worksheet (Appendix 4.4)
• Primary Sources Fact Sheet (Appendix 4.5)
• Primary Source Assignment Sheet (Appendix 4.6)

5) Plan of Instruction
Warm up (10 minutes) - Show the class the artwork from a CD cover on the projector screen. Students will be asked to state facts about the artwork. The teacher must remember to warn the students against making inferences about the artwork or the band/singer. After fully discussing the CD cover, put the track list on the projector screen. Ask students to comment on the song titles, song length and number of songs. Discuss any biases that may influence student thinking and opinion of the CD as a whole.

Discussion (10 minutes) - The teacher will begin the discussion about primary sources by asking students what a primary source is and activating prior knowledge about primary sources. Make a list on the board of the attributes of primary sources. Link the warm up activity to the lesson by telling the class that the CD they examined may one day be a primary source for our culture. The teacher will then hand out excerpts from Thomas and Burke’s works (Appendix 4.2 and 4.3) and “Look Fors” worksheet (Appendix 4.4).

Modeling - (10 minutes) - Primary Source Analysis Activity - The teacher will guide the students through Burke’s source (Appendix 4.3) as they analyze it as a primary document. Students will be reminded to fill out their “Look Fors” worksheet (Appendix 4.4) while analyzing the document.
Guided Practice - Primary Source Analysis Activity (10 minutes) - Students are to work either alone or in pairs to complete the second portion of the “Look Fors” worksheet (Appendix 4.4). Students will model the analysis strategies demonstrated by the teacher to analyze Payne’s work (Appendix 4.2).

Discussion (10 minutes) - Reconvene as a class and take up the student’s analysis of Payne’s work and identify key parts of the excerpt. Have the class comment on the authors’ views on the French Revolution and any potential biases.

Modeling - (10 minutes) - Locating Primary Sources - Brainstorm as a class different types of primary sources. Discuss what constitutes as a primary source. The teacher will demonstrate how to locate various primary sources online. The teacher will distribute the Primary Source Fact Sheet (Appendix 4.5).

Independent Activity (Homework) – Primary Source Assignment – Students will utilize the skills they learned in class to complete the Primary Source Assignment (Appendix 4.6). Students will locate their own primary document and analyze it using the handout provided (Appendix 4.6). Students must be prepared to share their primary source with a partner next class.

6) Assessment
   The formative assessment for this lesson is the Primary Source Assignment (Appendix 4.6) and will be completed as homework.
Lesson 5 - Historical Perspectives

1) Overview
This lesson incorporates different historical viewpoints of the French Revolution and the development of democracy. This lesson addresses the actions of various women who contributed to the creation of democracy and played key roles in the French Revolution. Within the exploration of the women’s perspectives, different perspectives will also be addressed such as social status and wealth.

2) Learning Goal
• Students will understand some of the contributions and accomplishments of French women during the French Revolution and to the creation of democracy.
• Student will understand how the experience of French people during the 17th and 18th century was affected by gender and social status.
• Students will demonstrate their knowledge of different perspectives by writing a poem/prose/letter to a friend or the French government in the perspective of that person.

3) Additional Historical Thinking Concepts
• Evidence

4) Materials
• Declaration of Rights of Man and Citizen (Appendix 3.1)
• Declaration of Rights of Women (Appendix 5.1)
• Involvement of Women in the Three Estates Worksheet (Appendix 5.2)

5) Plan of Instruction
Warm Up - Women of the French Revolution (20 minutes) - Students are to pair up for this activity. The teacher will hand out the Declaration of Rights of Man and Citizen (Appendix 3.1) and Declaration of Rights of Women (Appendix 5.1). Put the following guiding questions on the board and ask students respond to these questions in their notebooks while examining the texts. They will refer to their answer as they participate in a class discussion after the activity:
  o What is similar about these two texts?
  o What is different?
  o What do these texts reveal about how gender affected a person’s life in 17th and 18th Century France?
  o Why do you think the Declaration of the Rights of Women was written two years after the Declaration of the Rights of Man and Citizen?
Students will work with their partner to answer the questions. Each partner must record the answers.

Discussion (10 minutes) - Discuss the questions on the board with the class and take up the students’ answers. Allow for student questions and comments.
Guided Practice – Women in the French Revolution Activity - (15 minutes) - Students will work in groups of 4. The teacher will distribute “Involvement of Women in the Three Estates” (Appendix 5.3). The students will read Appendix 5.3 and answer the questions in their notebooks.

Discussion (10 minutes)
Discuss the questions that the students had to consider in their groups and answer any questions they may have about the role of women in the French Revolution.

Independent Activity (20 minutes) - Perspective Exercise - Students will write a poem, letter or a short piece of prose from the perspective of a woman in 18th century France. They could choose one of the women discussed in class including Olympe de Gouges, Manon Philipon Roland, Marie Antoinette, etc. They could also choose an ‘unknown’ peasant, bourgeois, or noblewoman during the French Revolution, expressing their views on democracy and the French Revolution. Students will activate what they learned in class to complete this exercise. This task will be homework if it is not completed in class and is to be handed in the following day.

6) Assessment
Students will be assessed on their participation during class discussion and participation in group work. Students will also be assessed on their letters/poems from a female perspective on the Revolution and democracy.
Lesson 6 - Ethical Dimensions

1) Overview
This lesson will have students examine the moral and ethical issues within the development of democracy during the French Revolution. More specifically, students will examine the actions of Robespierre and the Reign of Terror and how it contributed to the development of democracy but also placed France in a state of fear.

2) Learning Goals
• Students will understand the effect that Robespierre and the Reign of Terror had on French society.
• Students will critically examine the Reign of Terror and its contributions to the development of democracy.

3) Additional Historical Thinking Concepts
• Historical Significance
• Historical Perspectives

4) Materials
• Lecture Notes on Reign of Terror and Robespierre (Appendix 6.1)
• Political Cartoon of Guillotine (Appendix 6.2)
• Guillotine Portrayal Video (Appendix 6.3)

5) Plan of Instruction
Warm up - Wink Murder Game (20 minutes) – The teacher will explain the following rules to the students prior to completing the game. Have all the students close their eyes and tap one student to be the “murderer”. Have the students move the desks to one side of the classroom. The students will walk around, if winked at, they must “die” (sit where they are or make a dramatic death scene). After 10 students “die”, have all the student put back desks and take a seat. The teacher will be “accuser”, accusing live students (who aren’t the murderer) of being the “murderer”. Teacher will ask for “witnesses” to corroborate their accusation. If the witness sides with the innocent student, they too come to the front of the class. This continues until someone sides with the teacher. All “innocent” students will be sent to the guillotine.

Discussion - Reflection on Activity (20 minutes) - The teacher will hold a class discussion about how the students felt during the game while walking around. Next, have students comment on the false accusations, fear of death and the impending death of those accused. Key discussion points of this activity should revolve around:
• Fear
• Injustice
• False Accusations
• Death
• Power
Modeling - Mini-Lecture - (20 minutes) - The teacher will lecture on the Reign of Terror and Robespierre (Appendix 6.1). Students will listen to the lecture and take notes. During this lecture, the teacher will highlight the ethical issues of the Reign of Terror and other issues that formed during the creation of democracy. The teacher will show the picture then the clip of guillotine in action (Appendix 6.2 and 6.3). The teacher will ask the students to think of other examples of unethical events and share them with the class. Encourage students to make connections with modern events like Syria.

Independent Activity - Reflection Paragraph (15 Minutes) - Students will compose a paragraph in their notebooks reflecting on the ethical issues raised in class while answering: “Did the Reign of Terror aid in the formation of democracy during the French Revolution? Defend your position.”

6) Assessment

Student participation throughout the class will serve as their assessment for this class. Also, their paragraph response will serve as a formative assessment for this lesson.
Lesson 7 - Continuity and Change

1) Overview
This lesson allows students to demonstrate their understanding of the French Revolution to the class. They will examine the events of the French Revolution and the development of democracy. As a class, the students will highlight areas of change and periods of non-change.

2) Learning Goal
• Students will determine and order the important aspects of the French Revolution and its changes.
• Students will practice their ability to argue their point of view.
• Students will understand the events that lead to the development of democracy.

3) Additional Historical Thinking Concepts
• Historical Significance
• Cause and Consequence

4) Materials
• List of events/issues/people from the French Revolution (Appendix 7.1)
• Map of Paris 1789 (Appendix 7.2)
• Map of France 1789 (Appendix 7.3)

5) Plan of Instruction
Warm Up (5 minutes) – The teacher will give each student a cue card as they enter the classroom. The teacher will have specific terms, people, places, events listed on the board (Appendix 7.1). The teacher will tell the students to pick a term on the board and wipe it off after they have chosen to avoid duplications. After students have chosen, they will be told to take a seat. As the students are getting settled, the teacher will pull up both maps on the projector screen (Appendix 7.2 and 7.3). Students are to refer to the map to locate the geographical areas where specific events of the Revolution took place. The teacher will highlight these areas on the map during the discussion period.

Guided Practice - Timeline Activity (40 minutes) - Students will be given 20 minutes of class time to research the term they have chosen and compose a paragraph explaining the term and its importance to the French Revolution and the creation of democracy on their cue card. Remind students to include their name on their cue card as they will be collected at the end of class. Students should refer to their own notes, previous projects and textbook for research. The teacher will circulate around the class and offer help where needed. The class will reconvene and the teacher will have the students line up with their term in chronological order. It is up to the students to determine their correct order and defend their position in line. The teacher will walk up and down the line to aid the students in getting into the correct order or resolve any possible disagreements. The students will then tape their card to the board to create an overview and a timeline of the formation of democracy during the French Revolution. After the timeline is finished, students will be asked to take a seat.
Discussion (20 minutes) - From this timeline, the teacher will generate a discussion by asking students to point out major points of change or areas that did not change throughout the Revolution. If any of the students had difficulty finding a position in line or argued for their position, this will also be discussed as a class. During this time, students will have the opportunity to copy down the timeline on the board into their notes. The teacher will refer to the maps to show the students where specific events took place (Appendix 7.2 and 7.3).

Independent Activity (10 minutes) - Students will be given the remainder of class to answer in their notebooks the following questions: In your opinion, what was the turning point of the French Revolution? Defend your answer. What did not change during the French Revolution? Defend your answer.

6) Assessment
Students will be assessed on their completion of their cue cards and the timeline activity.
Students will also be assessed on their response to the independent activity.
Lesson 8 - Conclusion

1) Overview
This will be an opportunity for students to demonstrate their learning and knowledge of the French Revolution and the development of democracy. The students will also learn from their peers about the importance of democracy and the creation of their personal declarations of rights and freedoms. Students will present their assignments and reflect on revolutions and democracy.

2) Learning Goal
• Students will demonstrate their understanding of democracy and the French Revolution.
• Students will demonstrate their learning through their group presentations of their personal declarations of rights and freedoms.
• Students will apply their understanding of democracy to real world situations through the creation of their declaration.
• Students will comment and inquire about their peers’ presentations.
• Students will reflect on revolutions and democracy and the importance of revolutions and democracy to modern day.

3) Additional Historical Thinking Concepts
• Historical Significance

4) Materials
• Declaration of Rights of Man and Citizen (Appendix 3.1)
• Declaration of Rights of Women (Appendix 5.1)
• Canadian Charter of Rights and Freedoms (Appendix 3.2)
• Presentation Rubric (Appendix 3.5)
• Reflection Worksheet (Appendix 8.1)

5) Plan of Instruction
Warm up (5 minutes) - Preparation for Presentations - Students will be given the beginning of the period to get into their groups and finish any last minute tasks for their presentations. The teacher will be available to answer any questions or offer any aid. The teacher will put Declaration of Rights of Man and Citizen, Declaration of Rights of Women and Canadian Charter of Rights and Freedoms (Appendix 3.1, 3.2, 5.1) on the board for students to refer to during the presentation. After 5 minutes, students will be asked to return to their seats for the presentations. During this time, the teacher will distribute the students’ homework (Appendix 8.1).

Sharing/Discussing/Teaching - Presentations of Declaration of Rights (5 minutes per each group (60 minutes)) - Each group will be given 5 minutes to present their declaration of rights. The teacher will assess each presentation based on the rubric for the presentations (Appendix 3.5).
Discussion (1 minute per group (6 minutes)) - After each presentation, students will be given a question and answer period per group. Students will pose any questions or comments they may have regarding their peers' presentations. Students will be asked to make connections between their peers' declarations and the declarations on the board (Appendix 3.1, 3.2, 5.2).

Independent Activity - Reflection Activity (Homework) - Students will complete the Reflection Worksheet (Appendix 8.1) for homework and will hand it in the next day. This worksheet will give students the opportunity to demonstrate their learning, reflect on what they have learned throughout the unit and apply all their knowledge to a general question.

6) Assessment
The students’ summative presentations will be assessed based on the rubric created by the teacher (Appendix 3.5). The homework reflection activity will serve as a formative assessment as well.
Appendix

Appendix 1.1

Source: www.abcgallery.com/D/delacroix/delacroix10.html
Appendix 1.2

1. The history and major characteristics of revolutions
   • a political idea: a dramatic shift in power where a society rejects and overthrows its government and institutions, along with the ideas that have been used to justify them
   • violence is a common feature, usually the execution of rulers
   • prosperity and employment are reorganized
   • recent history (modern times) has seen a dramatic rise in revolutions
   • For thousands of years, society was remarkably static- agricultural societies where political change seemed impossible; famous exception: Spartacus-led slave revolt against the Romans in 73 BC. Brutally repressed- mass crucifixion.

2. The major causes of Revolutions
   • Material conditions- taxation, drought, famine, economic downturns
   • Oppression or dire poverty
   • Defeat in war - example: Collapse of Napoleon III’s regime after defeat in the Franco-Prussian War in 1870. Collapse of the Tsarist system in Russia in 1917
   • Foreign rule - wars of Independence
   • Domino Effect: French soldiers who had fought on the American side in the War of Independence (1775-83) often returned to France imbued with new ideas of Liberty-French revolution 1789.
Appendix 1.3

QUOTES ON REVOLUTION
“I perceive that in revolutions the supreme power rests with the most abandoned.” – Georges Jacques Danton

“A revolution is a force against which no power, divine or human, can prevail…A revolution cannot be crushed, cannot be deceived, cannot be perverted, all the more cannot be conquered…” PIERRE JOSEPH PROUDHON

“Inferiors revolt in order that they may be equal and equals that they may be superior. Such is the state of mind with creates revolutions.” ARISTOTLE, 4TH CENTURY BC

“No man can put a chain about the ankle of his fellow man without at last finding the other end fastened about his own neck.” – Frederick Douglass, speech, Civil Rights Mass Meeting, Washington, D.C., 1883; 19th century American orator, writer and social rights activist

“During times of universal deceit, telling the truth becomes a revolutionary act.” – GEORGE ORWELL; 20th century British Novelist, political commentator and journalist

Appendix 1.4

Quote Worksheet

What are some of the things that happen during revolutions, according to these quotes? List at least four.

Do these quotes all say the same thing about revolution? Explain your answer with at least five sentences.

Compare and contrast what the quotes and the painting are saying about revolution with what you know about revolutions. Explain your answer with at least three sentences.
Appendix 1.5

English excerpt from “La Marseillaise”

Arise children of the fatherland
The day of glory has arrived
Against us tyranny's
Bloody standard is raised
Listen to the sound in the fields
The howling of these fearsome soldiers
They are coming into our midst
To cut the throats of your sons and consorts
To arms citizens Form your battalions
March, march
Let impure blood
Water our furrows
What do they want this horde of slaves
Of traitors and conspiratorial kings?
For whom these vile chains
These long-prepared irons?
Frenchmen, for us, ah! What outrage
What methods must be taken?
It is us they dare plan
To return to the old slavery!
What! These foreign cohorts!
They would make laws in our courts!
What! These mercenary phalanxes
Would cut down our warrior sons
Good Lord! By chained hands

Support our avenging arms
Liberty, cherished liberty
Join the struggle with your defenders
Under our flags, let victory
Hurry to your manly tone
So that in death your enemies
See your triumph and our glory!

Source: http://www.marseillaise.org/english/english.html
Appendix 2.1

Painted by: Jacques Louis David

Appendix 2.2

Source http://pgapworld.wikispaces.com/First,+Second,+and+Third+Estate
Appendix 2.3

Appendix 3.1

Declaration of the Rights of Man and Citizen

I) Men are born free and remain free and equal in rights; social distinctions can only be founded on public service
II) The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
III) The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
IV) Liberty consists in the freedom to do everything which injures no one else…
V) Law can only prohibit such actions as are hurtful to society…
VI) Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation…
VII) No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law…
VIII) The law shall provide for such punishments only as are strictly and obviously necessary…
IX) As all persons are held innocent until they shall have been declared guilty…
X) No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.
XI) The free communication of ideas and opinions is one of the most precious of the rights of man…
XII) The security of the rights of man and of the citizen requires public military forces. These forces are, therefore, established for the good of all…

Source: http://www.historyguide.org/intellect/declaration.html
Appendix 3.2

Appendix 3.3

Declaration of Rights of Man and Citizen Worksheet

Read the Declaration of the Rights of Man and Citizen. Answer the following:

1) Jot down some of the important Rights outlined in the document.

2) Who received the rights in the document?

3) Describe the language and the terms used in the document?

Read the Canadian Charter of Rights and Freedoms. Answer the following:

1) Jot down some of the important Rights outlined in the document.

2) Who received the rights in the document?

3) Describe the language and the terms used in the document?
Appendix 3.4

Writing Your Own Declaration of Rights

In groups of 3 or 4, write your own Declaration of Rights. You must write your Declaration for a specific location that is approved by the teacher. You must follow the guidelines below to create this document, which should mirror the real the Declaration of Rights of Man and Citizen. Remember, that you must agree as a group on everything that is written, or else this Declaration will not be signed and supported by everyone who has helped to create it. Your group will present (5-7 minutes) their Declaration in front of the class.

Guidelines for writing Declaration of Rights:

- **Preamble:** Discuss the reasons for why you are writing this Declaration. What reasons do you believe you should declare your rights?
- **List of Rights:** Explain what you believe, the philosophy and ideals behind your document. (From, “We hold these Truths to be self-evident…”) What beliefs about your rights do you have?
- **List of Complaints/Grievances:** List the person/persons to whom you are addressing your complaints, and what you specifically are complaining about. An example might be “Our Teachers have assigned an enormous amount of homework that we were forced to complete at times inconvenient.” (Caveat: You may not list any individuals by name, and all complaints must be intelligently worded and appropriate for school!)
- **Declaration of Rights and Change:** Describe how you want things to change as a result of this Declaration. (From “We, therefore…”) How would you want things to change if you became independent?
- **Signature:** Have all your group members sign their Declaration.

Suggestions

- You may use the same words that are written in the Declaration of Rights of Man and Citizen or the Canadian Charter of Rights and Freedoms to help fill in your Declaration. For example, you may start off your Preamble with “Men are born free and remain free and equal in rights.” Just remember to replace their ideas, complaints and what should be changed with your own.
- You may choose locations such as:
  - Sports arena/ Amusement park
  - Mall
  - Office/ School
  - Beach
  - Bus
  - Other (teacher approved)
- You may present your Declaration in various mediums such as:
  - Poster
  - PowerPoint
  - Song/rap/ dance
  - Comic strip
  - Dramatic Representation
  - Other (teacher approved)
# Appendix 3.5

## Declaration of Rights and Freedoms Oral Presentation Rubric

**Group Members:** ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of Declaration of Rights and Freedoms (e.g., concepts, ideas, procedures, processes)</strong></td>
<td>Demonstrates limited understanding of Declaration of Rights and Freedoms</td>
<td>Demonstrates some understanding of Declaration of Rights and Freedoms</td>
<td>Demonstrates considerable understanding of Declaration of Rights and Freedoms</td>
<td>Demonstrates thorough understanding of a Declaration of Rights and Freedoms</td>
</tr>
<tr>
<td><strong>Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process)</strong></td>
<td>Uses critical/creative thinking processes with limited effectiveness</td>
<td>Uses critical/creative thinking processes with some effectiveness</td>
<td>Uses critical/creative thinking processes with considerable effectiveness</td>
<td>Uses critical/creative thinking processes with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Expression and organization of ideas and information (e.g., clear expression, logical organization)</strong></td>
<td>Expresses and organizes ideas and information with limited effectiveness</td>
<td>Expresses and organizes ideas and information with some effectiveness</td>
<td>Expresses and organizes ideas and information with considerable effectiveness</td>
<td>Expresses and organizes ideas and information with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Use of conventions (e.g., conventions of form, vocabulary, and terminology)</strong></td>
<td>Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</td>
<td>Uses conventions, vocabulary, and terminology of the discipline with some effectiveness</td>
<td>Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</td>
<td>Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Transfer of knowledge and skills (e.g., concepts, procedures) to new contexts</strong></td>
<td>Transfers knowledge and skills to new contexts with limited effectiveness</td>
<td>Transfers knowledge and skills to new contexts with some effectiveness</td>
<td>Transfers knowledge and skills to new contexts with considerable effectiveness</td>
<td>Transfers knowledge and skills to new contexts with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Making connections within and between various contexts (e.g., past, present, and future)</strong></td>
<td>Makes connections within and between various contexts with limited effectiveness</td>
<td>Makes connections within and between various contexts with some effectiveness</td>
<td>Makes connections within and between various contexts with considerable effectiveness</td>
<td>Makes connections within and between various contexts with a high degree of effectiveness</td>
</tr>
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</table>
### Appendix 4.1

<table>
<thead>
<tr>
<th></th>
<th>Song Title</th>
<th>Artist</th>
<th>Album</th>
<th>Duration</th>
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<tr>
<td>1</td>
<td>Bat Out of Hell</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>9:52</td>
</tr>
<tr>
<td>2</td>
<td>You Took the Words Right Out of My Mouth (Hot Summer Night)</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>5:05</td>
</tr>
<tr>
<td>3</td>
<td>Heaven Can Wait</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>4:41</td>
</tr>
<tr>
<td>4</td>
<td>All Revved Up with No Place to Go</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>4:20</td>
</tr>
<tr>
<td>5</td>
<td>Two Out of Three Ain't Bad</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>5:26</td>
</tr>
<tr>
<td>6</td>
<td>Paradise by the Dashboard Light</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>8:30</td>
</tr>
<tr>
<td>7</td>
<td>For Crying Out Loud</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>8:55</td>
</tr>
<tr>
<td>8</td>
<td>Great Boleros of Fire</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>3:54</td>
</tr>
<tr>
<td>9</td>
<td>Bat Out of Hell</td>
<td>Jim Steinman</td>
<td>Meat Loaf</td>
<td>11:10</td>
</tr>
</tbody>
</table>
Appendix 4.2

Quotes from *Reflection on the Revolution In France* by Edmund Burke

“It is ordained in the eternal constitution of things, that men of intemperate minds cannot be free. Their passions forge their fetters.”

“To give freedom is still more easy. It is not necessary to guide; it only requires to let go the rein. But to form a free government; that is, to temper together these opposite elements of liberty and restraint in one work, requires much thought, deep reflection, a sagacious, powerful, and combining mind.”

“A state without the means of some change, is without the means of its own conservation.”

“Whatever each man can separately do, without trespassing upon others, he has a right to do for himself; and he has a right to a fair portion of all which society, with all its combinations of skill and force, can do in his favor. In this partnership all men have equal rights; but not to equal things. He that has but five shillings in the partnership, has as good a right to it, as he that has five hundred pounds has to his larger proportion. But he has not a right to an equal dividend in the product of the joint stock; and as to the share of power, authority, and direction which each individual ought to have in the management of the state, that I must deny to be amongst the direct original rights of man in civil society; for I have in my contemplation the civil social man, and no other. It is a thing to be settled by convention.”

“But one of the first and most leading principles on which the commonwealth and the laws are consecrated, is lest the temporary possessors and life-renters in it, unmindful of what they have received from their ancestors, or of what is due to their posterity, should act as if they were the entire masters; that they should not think it amongst their rights to cut off the entail, or commit waste on the inheritance, by destroying at their pleasure the whole original fabric of their society; hazarding to leave to those who come after them, a ruin instead of an habitation - and teaching these successors as little to respect their contrivances, as they had themselves respected the institutions of their forefathers. By this unprincipled facility of changing the state as often, and as much, and in as many ways as there are floating fancies or fashions, the whole chain and continuity of the commonwealth would be broken. No one generation could link with the other. Men would become little better than the flies of summer.”

Source: http://www.constitution.org/eb/rev_fran.htm
Appendix 4.3

Quotes from Right of Man by Thomas Paine

“When it shall be said in any country in the world my poor are happy; neither ignorance nor distress is to be found among them; my jails are empty of prisoners, my streets of beggars; the aged are not in want; the taxes are not oppressive; the rational world is my friend, because I am a friend of its happiness: When these things can be said, there may that country boast its Constitution and its Government”

“If men will permit themselves to think, as rational beings ought to think, nothing can appear more ridiculous and absurd, exclusive of all moral reflections, than to be at the expence of building navies, filling them with men, and then hauling them into the ocean, to try which can sink each other fastester. Peace, which costs nothing, is attended with infinitely more advantage than any victory with all its expence. But this, though it best answers the purpose of Nations, does not that of Court Governments, whose habited policy is pretence for taxation, places, and offices.”

“There exists in man a mass of sense lying in a dormant state, and which, unless something excites it to action, will descend with him, in that condition to the grave.”

“What are the present governments of Europe, but a scene of iniquity and oppression? What is that of England? Do not its own inhabitants say, It is a market where every man has his price, and where corruption is common traffic, at the expense of a deluded people? No wonder, then, that the French Revolution is traduced.”

“It is painful to behold a man employing his talents to corrupt himself. Nature has been kinder to Mr. Burke than he is to her. He is not affected by the reality of distress touching his heart, but by the showy resemblance of it striking his imagination. He pities the plumage, but forgets the dying bird.”

“It is not because a part of the government is elective, that makes it less a despotism, if the persons so elected possess afterwards, as a parliament, unlimited powers. Election, in this case, becomes separated from representation, and the candidates are candidates for despotism.”

Source: http://www.ushistory.org/PAINE/rights/index.htm
Appendix 4.4

“Look Fors” Worksheet

Read the significant quotes from “Reflection on the Revolution in France” by Edmund Burke and “Rights of Man” by Thomas Paine. Identify the key purpose of the readings, the audience the reading is intended for, the context of the situation, and any biases.

1) “Reflection on the Revolution in France”

Purpose:

Audience:

Context:

Biases:

2) “Rights of Man”

Purpose:

Audience:

Context:

Biases:
Appendix 4.5

Fact Sheet: Primary Sources

What is a Primary Source?

Primary sources are original records of the political, economic, artistic, scientific, social, and intellectual thoughts and achievements of specific historical periods. Produced by the people who participated in and witnessed the past, primary sources offer a variety of points of view and perspectives of events, issues, people, and places. These records can be found anywhere—in a home, a government archive, etc.—the important thing to remember is they were used or created by someone with firsthand experience of an event.

Examples of Primary Sources:

Primary sources are not just documents and written records. There are many different kinds of primary sources, including: first-person accounts, documents, physical artifacts, scientific data that has been collected but not interpreted, and face-to-face mentors with specific knowledge or expertise. Primary sources also take a variety of formats—examples of these are listed below:

Audio—oral histories or memoirs, interviews, music

Images—photographs, videos, film, fine art

Objects—clothing (fashion or uniforms), tools, pottery, gravestones, inventions, weapons, memorabilia

Statistics—census data, population statistics, weather records

Text—letters, diaries, original documents, legal agreements, treaties, maps, laws, advertisements, recipes, genealogical information, sermons/lectures

How do Primary and Secondary Sources differ?

While primary sources are the original records created by firsthand witnesses of an event, secondary sources are documents, texts, images, and objects about an event created by someone who typically referenced the primary sources for their information. Textbooks are excellent examples of secondary sources.
Appendix 4.6

Primary Document Assignment

Go to www.loc.gov/topics/ and find a primary document. Go through the document and extract the important information as follows:

What kind of document is it? What makes it a Primary Document?

What is its Purpose?

Who is the intended Audience?

What is the Context that the author is writing in?

Can you identify any Biases in the document?
Appendix 5.1

Declaration of the Rights of Women

1. Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.
2. The purpose of any political association is the conservation of the natural and imprescriptible rights of woman and man; these rights are liberty, property, security and especially resistance to oppression.
3. The principle of all sovereignty rests essentially with the nation, which is nothing but the union of woman and man...
4. Liberty and justice consist of restoring all that belongs to others; thus the only limits on the exercise of the natural rights of woman are perpetual male tyranny: these limits are to reformed by the laws of nature and reason.
5. Laws of nature and reason proscribe all acts harmful to society.
6. The law must be the expression of the general will; all female and male citizens must representation to its formation; it must be the same for all; male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions and public employment according to their capacity and without distinction besides those of the virtues and talents.
7. No woman is an exception; she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.
8. The law must establish only those penalties that are strictly and obviously necessary...
9. Once any law is declared guilty, complete rigor is to be exercised by the law.
10. No one is to be disquieted for his very basic opinion; woman has the right to mount the scaffold; she must equally have rights to mount the rostrum, provided that her demonstrations do not disturb the legally establish public order.
11. The free communication of thoughts and opinions is one of the most precious rights of woman, since that liberty assures the recognition of children by their fathers. Any female citizen thus may say freely, I am the mother of a child which belongs to you, without being forced by a barbarous prejudice to hide the truth.
12. For the support of the public force and the expenses of administration, the contributions of woman and man are equal; she shares all the duties...and all the painful tasks; therefore, she must have the same share in the distribution of positions, employment, offices, honors, and jobs.
13. Female and male citizens have the right to verify, either by themselves or through their representatives, the necessity of the public contribution. This can only apply to women if they are granted an equal share, not only of wealth, but also of public administration.
14. The collectivity of women joined for tax purposes to the aggregate of men, has the right to demand an accounting of his administration from any public agent.
15. No society has a constitution without the guarantee of rights and the separation of powers; the constitution is null if the majority of individuals comprising the nation have not cooperated in drafting it.
16. Property belongs to both sexes whether united or separate; for each it is an inviolable and sacred right...

Source: http://www.bctf.ca/uploadedfiles/teaching_resources/lesson_aids/online/la2024.html
Appendix 5.3

Involvement of Women in the Three Estates

As a group, discuss:

• In what ways were women involved or contributed to the French Revolution?
• In what ways were their experiences different from men?
• WRITE down your answers to these questions and be prepared to share with the class.

In May 1789, when the Estates-General were summoned to meet in Versailles, only a handful of women were involved in the debates.

Although most women were excluded from voting in the Third Estate, their participation was visible and well organized. These poor and working women, who were shopkeepers, fish vendors, laundresses, seamstresses and street women, presented a different catalogue of grievance to the Estates. They complained of:

1. tax collectors at the entrance to the city
2. exploitation by the rich grain speculators
3. overcrowded hospitals
4. restrictions in marrying for women
5. lack of police protection for women
6. preferential hiring of males in jobs

The Bread Riots and the Involvement of Women

In Eighteenth century France, bread was the staple food of both the rural and urban poor and accounted for 50% of their expenditures. The rural poor were not able to grow or bake grain because there was a lack of fuel for ovens. They had to buy bread as did the people in the cities. In France, the eighteenth century started with a large nationwide famine and continued with a number of poor harvests. Grain shortages increased the price of grain and subsequently bread which led to a series of bread riots. Women, to feed their families, engaged in protests against the high bread prices for 63 years between 1725 and 1788. Women, on the whole succeeded in keeping the price of bread within bounds in the coming decades because, the authorities, not wanting to be continually dealing with riots, went to great length to control the price of bread.

In the opening events of the French Revolution, many French women took action and participated. They had gained valuable experience in the past decades when protesting against high bread prices and organizing bread riots. French women worked hard to mobilize the French people in rural areas in support of the Assembly, persuading village officials to write letters in support of the new government. In 1789, French women joined in the storming of the Bastille on July 14. They were hungry and their children were hungry. In October, thousands of Parisian women, demanding bread, marched to city hall, then to the Champ Elysees, and finally to the
Royal Palace at Versailles. At Versailles, a delegation of women met with the King and eventually escorted him back to Paris. The decision of Parisian women to march to Versailles, three months after the storming of the Bastille, and to bring the king back to Paris was a direct outcome of their previous experience in protesting to keep bread prices down. Their actions in October were instrumental in consolidating the power of the National Assembly over the French monarchy.

**Olympe de Gouges**

Olympe de Gouges was an actress as well as a writer. After her husband's death in 1789, she moved to Paris. Between 1790 and 1793, she authored over two dozen political pamphlets advocating rights for women and aid to the poor. While in Paris, she started a women's journal and a women's theatre. She was sharply criticized when she offered to defend King Louis XVI because she thought him to be a victim rather than a tyrant. Her criticisms of Robespierre led to her death in 1793 by the guillotine.

**The Declaration of the Rights of Woman**

In 1791, Olympe de Gouge wrote The Declaration of the Rights of Woman as a response to the exclusion of women's rights in the Declaration of the Rights of Man. She insisted that women, too, were born free and entitled to the same inalienable rights as men, and that women deserved legal equality. She maintained that men should be required to recognize their illegitimate children, that both married and single women should have the right to control their property, and that women must be allowed to speak out on political matters.

**Manon Philipon Roland**

Manon Philipon Roland married Jean-Marie Roland who eventually became the king's minister of the interior. When they moved to Paris in 1791 she instituted salon gatherings in their Paris suite where artists, thinkers and writers would converse about lofty Enlightenment ideas. Manon held moderate political views and joined the Girondists. When the revolution broke out, Madame Roland's group, the Girondists, found themselves at odds with the more radical Jacobin faction.

Madame Roland was arrested when the Jacobins expelled the Girondists from the Assembly. While in prison awaiting her trial, she wrote an important chronicle of the revolution, her *Appeal to Impartial Posterity*. She was executed on November 8, 1793 within days of Olympe de Gouges.

**Society for Revolutionary Republican Women**

In February 1793, several hundred radical Parisian women formed the Society for Revolutionary Republican Women. Founded by Claire Lacombe (born 1765), an actress, and Pauline Leon (born 1758), a chocolate manufacturer, the society worked towards the overthrow of the Girondists. They petitioned for price controls on bread and education for all women. They also demanded that all women wear the revolutionary red, white and blue cocrade. The society was one of the first organized interest groups of working-class women.

Appendix 6.1

Themes for Mini-Lecture

1. Prior to the Reign of Terror
   - New government under the Directory
   - War against Austria, Prussia, Holland, Spain, Great Britain
   - Girondists
2. Rise of Jacobins
   - Jacobins and the Sans-Culottes
   - Takeover from the Girondists
3. Rise of Robespierre and the Reign of Terror
   - Committee of Public Safety
   - Robespierre’s Utopian Vision
   - Guillotine and the Reign of Terror
      - Counter-revolution
   - Execution of Louis XVI
4. Fall of Robespierre
   - Execution

Source: http://www.historyguide.org/intellect/lecture13a.html
Appendix 6.2 (use in mini-lecture)

Appendix 6.3

Guillotine in Action - Marie Antoinette Beheading

Source: http://www.youtube.com/watch?v=0-3xueFQjJ4
Appendix 7.1

Titles for Cue Cards

- Louis XVI
- Absolutism
- Bread Riots
- Estates General
- The Third Estate
- Bastille
- Tennis Court Oath
- National Assembly
- Declaration of the Rights of Man and Citizen
- Directory
- Jacobins
- Gironins
- Guillotine
- Maximillien Robespierre
- Reign of Terror
- Marie Antoinette
- Olympe de Gouges
- Declaration of Rights of Woman
- Canadian Charter of Rights of Freedom
- Democracy
- Role of Women
- Palace of Versailles
- Sans-Culottes
- La Marseillaise
- Edmund Burke
- Thomas Paine
Appendix 7.2

Source: [www.emersonkent.com](http://www.emersonkent.com)
Appendix 7.3

Source:
http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&docid=NE0gWabR04RgQM&tnid=R4egvBoLuXJDwM:&ved=0CAIQjBw&url=http%3A%2F%2Fwww.emersonkent.com%2Fimages%2Ffrance_1789.jpg&ei=yv98UqC8AqLbyQGA24DYAQ&bvm=bv.56146854,d.aWc&psig=AFQjCNE0QH_hhFLutleBvTR3JCm-dqLnKQust=1384010052624104
Appendix 8.1

Declaration of Rights Reflection Activity

Name: ________________

Answer the questions below using everything you learned in this unit. The answer should be a minimum of 5 sentences.

Are Revolutions beneficial in the creation of democracy?